INTRODUCTION
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“Without grammar very little can be conveyed; without vocabulary nothing can be conveyed”. (David Wilkins, 1972, p. 111)

1.1 Organization of the Chapter

This dissertation is meant to provide a contribution to the field of English as Second Language, vocabulary knowledge, lexical processing, learning disabilities, and Sociolinguistics in the English language, more specifically addressing and analyzing on some factors that affect the vocabulary knowledge of the students.

This chapter will embark with an introductory discourse, importance of English for Second language learners, highlights on the vocabulary knowledge, description of lexis, and its role, the need for vocabulary knowledge, components to be included in vocabulary teaching, strategies, and common teaching methods for building vocabulary, and common factors affecting English language learning.

The introductory chapter concludes with the highlights of this thesis such as Significance, Objectives, Hypothesis, Salient features with justification for selection of the present topic for this research, The Study Limitations of this research, Outline of this Thesis, and finally with the Summary of this Introductory Chapter.

1.2 Background Discourse

Languages are the primary creation through which people structure their mental lexicon and communicate the message to the recipient. Fromkin & Rodman (1998) state that examining, rational thought, resolving their complexities and organizing are the bases for creation of this mechanism. The language process has been there since the human beings began to exchange information with every one essential for their day-to-day life. To define a language in common terms is simple and therefore people ever prefer to give a definition. It is flimsily not complicated term to explain it; nevertheless to have an inclusive meaning of language is really a tedious task. The term for language breaks to the extent from very transparent sheer to highly intricate term. Patrikis (1988) state to define a language plainly is as signs that transfer the messages. Sapir (1968) a renowned linguist, states from a linguistic
perspective, that language is completely human and non-intrinsic system of conveying one’s ideas and emotions naturally through a structure of spontaneously formed signs. Broadly to state, language system can be perceived as a channel of articulator and inarticulateness signs used to explicit the messages.

Recently in one of the research, it states language can be viewed as a dynamic mechanism that aids one individual to break the bounds beyond one’s range. According to Koosha and Salimian (2011) language can be studied as a fundamental path that unlocks the passage and allows us to go through the perception of another individual, to part what they have understood, and to sense what they have sensed. In reality, the words acquired support a person with the skill to easily exchange the pieces of information. Sounds, fundamentals, and lexical knowledge or vocabulary can be regarded as three principle aspects of language. Among these aspects, knowledge of the words is the fundamental foundation of language, very essential for English as Second Language (ESL) learners.\(^1\) Anglin, Miller, and Wakefield (1993) state that lexical knowledge helps an individual in language processing as well as for acquiring language knowledge. Thus, it plays an indispensable role for learners of English as Second Language.\(^2\)

English is considered as a world-wide language recognized throughout the universe. However, in India due to the British rule this language was practiced and established in the community. The Britishers expanded this channel of communication in our country because for their own profit and welfare. Their main purpose of coming to India was to commerce and consequently began dominating the country and therefore people who are bit schooled were compelled to learn English. As a result, English is the formally accepted language in India. As a matter of fact, this language supports in communicating with international people around the world, therefore, it has become a trend to speak English.

Research on linguistics, language educators and educationist are of the notion that the inclusion of vocabulary in language teaching/learning is essential while teaching/learning a second language. Researchers admit that incorporating target


vocabulary in ESL classroom is necessary as it assists the progress of language learners to associate themselves in practical life settings.

Globalization has become a blessing in disguise in all the fields; it compels to learn the international language – English. Undeniably, English had developed into a world language rather than the language of major European countries for the reason that the population that use English as a channel for conversation rise above than the population that communicate in English language as its parent language. Academic texts relating to the theoretical fields of Science, Engineering, Technology and Medicine can mainly be accessed only through English. Reflecting on the research evidence, learning English, as a Second Language, complement as an intertwined branch as also inevitable in Indian education system.

Although English plays a vitally important power in the educational, governmental, democratic together with domestic sections in India, students and educators in India experience plenty of struggles imparting teaching of vocabulary in the ESL classroom or environment. The present study highlights a few points on the importance of English for Second Language learners in India.

1.3 Importance of English for Second Language Learners’

The English language takes over a tremendous arena in the field of languages. Nowadays this language in academic sectors is extensively in quest that is, individuals, ESL learners undertake many English classes to equip themselves in Listening, Speaking, Reading, and Writing (LSRW) skills needed for practical life. Mostly the trend is to learn not with interest but to keep up their class and upgrade their social prestige because this language has changed the society to an extent that individuals not good at LSRW skills are not respected. Therefore, it is necessary to have a good hold above the language and a good knowledge of that language. Moreover learning English language is a two way process with stimulation from the teachers or educators’ side and keenness from the learners’ or student's side.

In India the fact is that still the other vernacular languages can help to communicate. Students from government schools face lots of problem in communicating and understanding the text materials in English. Thus upgrading individuals’ ability to understand and interpret the English language, helps in Listening, Speaking, Reading, and Writing (LSRW) skills i.e., in writing to complete class assignments and follow what is taught in the text book in classes.
English language being formally acknowledged, it is used as a source by most literate people globally for interchange and study purpose. Also this language is used as a medium in schools of various parts of the country either as the mother tongue, ESL or as a foreign language. Those countries whose mother tongue is not English learn this as a second language for its acknowledging contribution and interest of many cultures. This is same with Indian people: the language is used by Indians in all government sectors be it for educational, bureaucratic also for various other conveniences, and thereby came to be widely used in written, oral and academic contexts. So, English could be fairly titled as the Lingua Franca of India. India being a diverse country of languages where over 30 languages are spoken by more than a million native speakers, English is one common language that is used by people from diverse backgrounds as an acceptable vehicular language with high levels of usability over decades. Mahatma Gandhi had said, “English is a language of international commerce, it is the language of diplomacy, and it contains many a rich literary treasure; it gives us an introduction to Western thought and culture”. Though English is acknowledged formally and an adopted language in India still it produces the third largest English book producing country after the United States of America and the U.K. Famous Indians writers and poets such as Tara Dutta, Raja Ram Mohan Roy, Sarojini Naidu, Vikram Seth, and Arundhati Roy have contributed to the well-heeled literary heritage of India

The following are the importance of teaching English in India state Sharma (2012)

i. English has occupied in large-scale and had become one of the dominant languages globally.

ii. English being a language rich in literature, scientific and professional it is very arduous to avoid the language.

iii. The language is firmly established that it bars the seclusion from the world.

iv. English is valued and known to be a prized possession of person understanding.

v. Knowing English language opens many opportunities for Indians to get employment throughout India and in western.

vi. It helps to have connections or acquaintances with science and technology towards the west.

vii. It is a language of commerce and industry in India.
viii. It supports as a mutual powerful bond force to maintain all Indians.
ix. English aggregate as a robust language of communication.
x. It succeeds as a significant factor in educational curriculum.

Considering the value of the essentiality of English language and its undeniable role in nation, the Government of India, along with the State Governments, has been concerned to establish English language at the fundamental/primary level. Recently, there has been an advance towards functioning government schools especially providing instructions in English as a medium. In order to resolve these hurdles, many model schools are established for the advantage of the children. It is a must that English language to be introduced at the very primary level as ESL so that it is not burdensome for the children to grasp and learn an English text and to communicate without inhibition. The main reason is that majority of text materials relating to the subjects of Science, Engineering, and Technology also Medicine are available only in English.

In general, all educational streams have the goal and mission which tries to bring out to bring out the productive changes in students. In order to bring about those transitions, the institutions or academic sector arrange learning experience. The success of productivity can be assessed only through the difference brought about by this experience.

Considering the above facts, learning English, the universal language, as a Second Language, becomes inseparable branch as also unavoidable in Indian education system. Therefore, English language being prominent language, has taken its place in all areas of life, thus for a Second Language learners’ or students it is very essential to learn and to have sufficient amount of vocabulary knowledge which is lexicon or words which will facilitate deeper understanding and learning of the target words also in achieving the English language skills need for everyday future life.

Next, the study highlights on the introductory view on the vocabulary knowledge with description of lexis its role in vocabulary learning, the need for vocabulary knowledge, components to be included in vocabulary teaching, strategies and common teaching methods for building vocabulary, and common factors affecting English language learning.
1.4 What is Lexis?

The terms lexis and vocabulary are generally defined in the parallel framework and mostly considered as synonyms. However, there exists a difference in meaning between these two strings and both are not one and the same. The contrast will be made understandable with explanations of these definitions put forward by Lewis (1997):

*Lexis is a more general word than common vocabulary. Vocabulary is often used to talk of the individual words of language; lexis covers single words and multi-word objects which have the same status in the language as simple words, the items we store in our mental lexicons ready for use.* (p. 217)

Olga (2001) stated, “Lexis includes not only the single words but also the word combinations that people store in their mental lexicons” (p. 1).

1.4.1 The Role of Lexis

Wilkins, a supporter of the lexical approach, was the prime person on emphasis on significance of the function of vocabulary in language teaching. Wilkins (1972) points, “without grammar, very little can be conveyed, without vocabulary nothing can be conveyed” (p.150).

In his support for an idea of a new role for lexis, Lewis (1993) proposed the following major ideas:

1. Lexis is the basis of language.
2. Lexis is misunderstood in language teaching because of the assumption that grammar is the basis of language and that mastery of grammatical system is a prerequisite for effective communication.
3. One of the central organising principles of any-meaning-centred syllabus should be lexis.
4. The key principle of a lexical approach is that “language consists of grammaticalized lexis, not lexicalised grammar.” (Lewis, 1993, as cited in Olga, 2000, p. 1)

The lexical units that make up the vocabulary of a language that conveys meaning of words and phrases is known as lexical semantics that is as independently

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of whether they are realized as single words or groups of words. More simply put, lexical semantics describes the semantic relations between words, not the notation in which those relations are represented (Cruse, 1986; Lyons, 1977 & Fellbaum 1988); the equivalent to the commonly used, less technical (but ambiguous), term ‘word-meaning’ (Lyons, 1995, p. 47)\(^7\) and the meaning of individual words (Kearns, 2000, p. 3)\(^8\). It relates to the aspects that lexical system indicate and the notion they transfer; the syntactic and pragmatic analogy and differences between words fitting to the same semantic domain; the semantic improvements made by single lexical units to the comprehensive content of the discourse in which they develop; and the fundamental semantic network among words within a language or lexical items (e.g. synonyms, antonyms, hyponyms, polysemy and others). The following section provides a few general highlights on vocabulary and its importance in English for second language learners.

1.5 The need of vocabulary knowledge

Vocabulary is part of every language. Vocabulary is essential to ESL learners because without adequate vocabulary students cannot comprehend and understand others or express their own opinions. Miller (1991) expresses vocabulary items are sets of words which structures the base for producing and understanding sentences. Lewis (1993) went further to argue, lexis is the core or heart of language\(^9\). Vermeer (2001) and Zimmerman (2005) state that words are the fundamental transporters of meaning, and it is commonly acknowledged that there is a robust relation/link between one’s vocabulary size and general language knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language. Few research states vocabulary very commonly as "all the words known and used by a particular person" whereas Vaughn and Linan-Thompson (2004) states vocabulary as the understanding of word meaning and how words are used in text. However in the American Heritage Dictionary, Pikulski and Templeton (2008) define the term vocabulary as, the sum of words used by, or at the command of a particular person or group.


The power/supremacy of vocabulary against other language skills for second language learners has been debated by many researchers (see for example Choudhury, 2010; das Neves Seesink, 2007; Milton, Wade, & Hopkins, 2010; Schmitt, 2010; Srichamnong, 2008). Mainly, vocabulary knowledge plays a well-known role in students’ performance in second language. Relating to foreign language words, it can be defined generally as the words taught in a foreign language states. The review of literature revealed that we do not have a universal definition of the term for vocabulary Folse (2004) discusses ‘set phrase’, ‘variable phrase’, ‘phrasal verb’ and ‘idioms’, and Thornbury (2002) mentions the term ‘lexeme’, which he defines as a word or group of words that functions as a single meaning unit. However, this is not a straightforward definition. As Ur (2000) exemplified, a new item of vocabulary may be more than a single word, e.g. the two words ‘ice-cream’ and ‘sister-in-law’.

Schmitt (2008a) reports, unfortunately many students at the school level fail to reach a threshold of learning vocabulary. Even the high school graduates may not necessarily master the academic vocabulary words that appear frequently at graduate levels. Without sufficient vocabulary, learners may struggle with their written and spoken communication. Some learners need to know at least 3000-5000 word families, or even 8000 words as suggested by Nation (2006), in order to read comfortably and involve meaningfully in spoken communication at an advanced level. Furthermore, even those who can recognize a threshold of 2000 or 3000 words may not be able to produce them perfectly or freely in writing tasks. Therefore, it is necessary that teachers and learners have real concerns regarding how to efficiently reach the proposed required level of vocabulary size in order to overcome any language learning difficulty, both receptively and productively, at the academic level.

Stæhr (2008) states that there are quite a few studies that have investigated the vocabulary level of students and explored how it correlates with their language proficiency. However, although the vocabulary size of learners had been determined, there is very little known regarding what the specific vocabulary level of a student can tell about his/her ability to use the words he/she knows in a free or controlled writing task.

Few other researchers had investigated the association between the vocabulary knowledge and communication skills. McCarthy (1990) states that a learner should have good vocabulary in his/her mental states (Dubin & Olshtain, 1986) in order to
have a hassle-free communication. Meara (1996) has argued that "lexical competence is at the heart of communicative competence" (p.35).

Another very prominent research, investigated the vocabulary and reading performance. Empirical research has been done in this area to know the connectivity between the vocabulary growth and reading performance (Biemiller, 2003; Carver, 2000; Qian, 2002; Roundtree, 2006; Rupley & Nichols, 2005; Stahl & McKenna, 2006; Thompson & Frager, 1984).

Coady (1997) points that vocabulary size is known to be the greatest indicator of reading skills in ESL learning that is immensely associated with writing ability and general language competence scores. It is therefore understood that acquiring vocabulary knowledge is crucial in mastering a second language or a foreign language and significant to the learners’ overall language knowledge (Gao, 2003).

Although vocabulary is considered as the building blocks of language and an important component of language, children study the words with great effort yet they fall short to recall and are unable to apply the words that are students’ vocabulary competence is a gradual development that occurs over a span of time as the learner carry out in association with other words, learn examples and non examples of the word and related words (e.g. synonyms, antonyms etc, and use correct words appropriate to the context of the sentence. Hence, vocabulary is much more than grammar. It is a vital to a child understanding of what has been acquired and learnt in school.

1.5.1 What should be included in vocabulary teaching?

Academic vocabulary teaching targets only at the shallow level, the teachers teach the meaning of the word and make them to memorize the learnt words which the learnt word doesn’t not last long in the mind, the students yields cursory and short- term learning of words. As the words learnt are at the surface level due to mere memorization, students often have difficulty in applying the information in definitions and tend to make mistakes about the meaning of the words. Therefore, for effective and successful vocabulary teaching the educator must give all the aspects of the word not just the surface meaning.

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• Meaning relationships

The teacher has to explain a new word in a relation to the meaning of a word. Here are some of such relationships:

- **Synonyms**: It is a word that has the same meaning or nearly the same meaning as another word. Example: small and little; easy and simple; big and small; beautiful, attractive, pretty, lovely, stunning
- **Antonyms**: It is a word that has the opposite meaning of a given word. Example: borrow and lend; tame and wild; absent and present
- **Hyponyms**: The words whose meaning are specific instances of a more general word. Example: utensils – fork, knife, spoon; bird – swan, duck, parrot
- **Superordinates**: General concept that covers specific items, the general word is usually referred to as superordinates. Example: vehicle – car, bus, truck, auto here the vehicle is the superordinates.

• Form: Spelling and pronunciation

Spelling is the process or activity of writing or naming the letters of a word (spelling)\(^ {11}\) and the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability (pronunciation), it necessary to make sure that both these aspects are presented accurately and learned.\(^ {12}\)

For example, the word 'CAT' has three letters and three sounds

CAT is written - /kæt/

• Grammar

Grammar should be taught by linking or by referencing other words in the vocabulary so that students feel interested.

Example: When teaching a verb (verb form receives more attention than any other aspects of grammar) the teacher may give a present, past and future of the verb form.

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\(^ {11}\) [https://en.oxforddictionaries.com/definition/spelling](https://en.oxforddictionaries.com/definition/spelling)

\(^ {12}\) [http://www.dictionary.com/browse/pronunciation](http://www.dictionary.com/browse/pronunciation)
• Meaning- Denotation, connotation, appropriateness

Denotation is a translation of a sign to its meaning precisely to its literal meaning, more or less like dictionaries try to define it. Denotation is sometimes contrasted to connotation which includes associated meanings. The denotational meaning of a word is perceived through visible concepts, whereas connotational meaning evokes sensible attitudes towards the phenomena.

The denotation of this example is a red rose with a green stem. The connotation is that it is a symbol of passion and love – this is what the rose represents. A good teacher must also explain whether a particular word is the appropriate one to use in a certain context or not. For example some words are more suitable for formal than informal discourse and the opposite. 13

• Collocation.

It is the way in which some words are used together; we can describe it as word combinations. This makes a particular combination sound right or wrong in a given context.

For example 1) we often say heavy rain or light rain instead of strong rain or mild rain, heavy goes well with rain whereas strong does not. 2) We used to say throw a ball but toss a coin.

1.5.2 Strategies and common teaching methods for building vocabulary

Over the preceding years, extensive amount of research studies has been carried out to impart vocabulary in numerous ways based on different techniques and strategies for English language teaching to ESL learners’ from beginner to proficiency level. Zimmerman (1997) presumed that the greatest significant factor in language learning is vocabulary. Also, currently, in research there has been an advancement of interest in vocabulary learning techniques (Najar, 1998). These progressions can be viewed in academic syllabus structure in school textbooks in teacher structured materials built for the betterment of the students or learners for ESL learners (Laufer & Nation, 1999). Hence vocabulary teaching and learning can never be discarded and happens to be the greatest necessity for second language learners that cannot be

rejected. Nation (2001) split the knowledge of learning vocabulary into three levels, 1) when a vocabulary is learned there must be a planning 2) the learner must have various sources to learn the vocabulary and 3) the learner should use the right method and techniques the growth of vocabulary development in his mental lexicon.

It is important for the teachers to assist the progress through different types of programs, experience on various knowledge’s, methods that supports the academic learning etc, in simple learner or students-centered teaching in classrooms (Peyton et al., 2010). An immediate source to learn vocabulary for ESL learners is the classroom. With regard to this statement Waring (2002) points that when a learner learns a word it doesn’t mean that the learner has completes reading a chapter it doesn’t mean he has accomplished or mastered all the words therefore there is need for extra analysis on the learning nature of the students than to increase the efficiency of the teaching. Vocabulary knowledge can be taught through mime, demonstration, and pictures (Richards & Rodgers, 2001). Also, when a learner learns an unfamiliar word through pictorial dictionaries the learner grasps the words easily and this method is found effective (Chun & Plass, 1996).

Another technique is accomplished by guessing where most of students use vocabulary. Kelly (1990) in his research concluded that the best setting for guessing from context happens when a lexicon can be recognized on the grounds of form and text. However, for a learner to guess productively from text then he must know on the range of 19 out of every 20 words (95%) of a context and also various implications are laborious, relies on the learners level and text difficulty level (Huckin & Coady, 1999). When vocabulary is practised regularly it can contribute to wider knowledge for higher level learners (Hunt & Beglar, 1998). Schmitt (1997) acknowledges that 74% of the middle school students use it when a task is given.

Kindle (2009) notes that another method of vocabulary learning is reading aloud which is the usual procedure in lower level classrooms and is considered as a vital method for enlarging vocabulary knowledge. Other method in vocabulary learning includes note-taking, preparation of vocabulary cards and the process of repeating (McCarthy, 1990).

1.6 Common factors affecting English Language Learning

Research studies reveal that the procedure for teaching vocabulary and productiveness depend on learner’s traits, the kind of tasks being conducted and the
atmosphere of the learner (Gu, 2003; Far, 2006). Oxford (1989, 1990) identified several personal factors which have an impact on the methods of vocabulary productiveness:

- **Motivation** – normally, highly motivated learners apply more strategies than lower motivated students
- **Gender** – females often employ greater overall techniques than males
- **Age and L2 level** – students of different ages and levels of second learning apply different methods
- **Personality Category** – particularly lack of self-consciousness encourage strategy use
- **Learning Manner** – general mental outlook to learn a language affect the preferred second language methods.

The vocabulary knowledge of the learner is build by social, cultural and political determinants, also involves the people in the class and the classroom atmosphere, the parental relationships, and the educational syllabus states Gu (2003). Therefore, various sorts of tests and exercises carried out at various complex levels demands different learning techniques. A test is an exercise that tests the outcome of the final product in the learner’s mental lexicon.

With brief review on vocabulary, lexicon and its teaching, the introductory chapter highlights the Significance, Objectives, Hypothesis, Salient features, Justification for selection of the topic Study Limitations, Outline of this Thesis and the Summary of this Introductory Chapter.

### 1.7 Significance of this research

Vocabulary is highly considered as one of prime elements needed for second language skills (Schmitt, 1999, p. 189). It is beyond doubt that vocabulary has been regarded as the most basic language component. Without an extensive size of vocabulary, even advanced ESL learners may not be able to perform well on their vocabulary needs. Often, one’s language ability is associated with his/her mastery of vocabulary. “So, to speak fluently, to listen attentively with understanding, to write clearly, logically and effortlessly, to read and comprehend, to chat freely, to be a part of a team, an individual needs to have a good amount of vocabulary.

Previous studies have undertaken much valuable work in the field of vocabulary knowledge. However, in spite of efficient learning and teaching methods
or strategies for students there are few areas to look upon for improving in the field of vocabulary knowledge for ESL learners. This research study brings out the factors that are important for learning vocabulary by ESL students, methods to improve vocabulary skills. The study also points towards the areas for research in ESL students vocabulary. The areas are sociolinguistics, linguistics and learning disabilities that affect the second language learning, must be crucially considered by the teachers or educators to improve and to successfully implement successful methods. Hence, it is necessary to identify factors that affect dyslexic students such as socioeconomic status and grade. The present study also has also briefed on the cognitive skills like memory, attention, visual abilities and processing speed of ESL students.

The present study addressed three interrelated research questions:

1. What difference exists in the vocabulary knowledge/learning between the normal students and dyslexic students with reference to the variables/factors SES and grade?
2. How far does the vocabulary knowledge/learning of the normal students gets affected with reference to the variables/factors SES and Grade?
3. What differences exist in the vocabulary knowledge/learning of the students between the gender variable/factor with reference to the variables/factors SES and grade?

Building on the previous works, the present study aims to add to earlier research in several important ways.

1. This research work investigates the vocabulary knowledge as a way to help for productive strategy training for helping ESL learners.
2. Attempting to compare the performance level of ESL learners (Normal students Group and Dyslexic students Group) test scores on easy, average, difficult level tests with reference to Group, SES and Grade.
3. Investigating the performance of normal students on synonyms and antonyms of ESL learners on three levels – easy, average, difficult that is expected to provide useful information about linguistic universals.
4. Measuring the performance through DMDX software\textsuperscript{14} on Accuracy (AC) and Reaction time (RT) on easy, average and difficult tests.

\textsuperscript{14}DMDX is a hybrid name. DM in the name indicates its lineage as part of the DMASTR system. The DX refers to DirectX. When DMDX requires something to be displayed, it issues a command to DirectX, not to windows.
1.8 Objectives of this research

The present dissertation examines the vocabulary performance of ESL students – Normal and Dyslexic on lexical categories w.r.t. four factors namely group, socioeconomic status, grade and gender. The lexical category scores on various tests designed as easy, average and difficult in normal students in comparison to the dyslexic students are compared. The study will also analyze the scores obtained on familiarity of word and choices, accuracy and response time on lexical categories of normal students and Gender (normal students). In all, three main objectives with their related sub-objectives are framed as detailed below:

1. To study the vocabulary performance of ESL students for groups (NS & DS), SES (low, middle, high), grades ($6^{th}$-$7^{th}$, $7^{th}$-$8^{th}$, $8^{th}$-$9^{th}$) in the subtests (SE, SA, SD, AE, AA, AD) manually through questionnaire administered on normal and students with dyslexia.

1.1. To study the effect of ESL students vocabulary performance scores on Test.1 (SE) with reference to groups, SES, grade on normal students and students with dyslexia.

1.2. To study the effect of ESL students vocabulary performance scores on Test.2 (SA) with reference to groups, SES, grade on normal students and students with dyslexia.

1.3. To study the effect of ESL students vocabulary performance scores on Test.3 (SD) with reference to groups, SES, grade on normal students and students with dyslexia.

1.4. To study the effect of ESL students vocabulary performance scores on Test.4 (AE) with reference to groups, SES, grade on normal students and students with dyslexia.

1.5. To study the effect of ESL students vocabulary performance scores on Test.5 (AA) with reference to groups, SES, grade on normal students and students with dyslexia.
1.6. To study the effect of ESL students vocabulary performance scores on Test.6 (AD) with reference to groups, SES, grade on normal students and students with dyslexia.

2. To study the vocabulary performance of ESL students for SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) manually using questionnaire and technically through DMDX administered on normal students.

2.1. To study the vocabulary performance of ESL students for SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) using questionnaire to assess the familiarity and non-familiarity of words and choices.

2.1.1. To study the effect of ESL students vocabulary performance scores on Test.1 (SE) with reference to SES and grades to assess the familiarity and non-familiarity of words and choices.

2.1.2. To study the effect of ESL students vocabulary performance scores on Test.2 (SA) scores with reference to SES and grade to assess the familiarity of words and choices.

2.1.3. To study the effect of ESL students vocabulary performance scores on Test.3 (SD) scores with reference to SES and grade to assess the familiarity of words and choices.

2.1.4. To study the effect of ESL students vocabulary performance scores on Test.4 (AE) scores with reference to SES and grade to assess the familiarity of words and choices.
2.1.5. To study the effect of ESL students vocabulary performance scores on Test.5 (AA) scores with reference to SES and grade to assess the familiarity of words and choices.

2.1.6. To study the effect of ESL students vocabulary performance scores on Test.6 (AD) scores with reference to SES and grade to assess the familiarity of words and choices.

2.2. To study the vocabulary performance of ESL students for SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) using DMDX to assess the accuracy.

2.2.1. To study the effect of ESL students vocabulary performance scores on Test.1 (SE) scores with reference to SES and grade to assess the accuracy.

2.2.2. To study the effect of ESL students vocabulary performance scores on Test.2 (SA) scores with reference to SES and grade to assess the accuracy.

2.2.3. To study the effect of ESL students vocabulary performance scores on Test.3 (SD) scores with reference to SES and grade to assess the accuracy.

2.2.4. To study the effect of ESL students vocabulary performance scores on Test.4 (AE) scores with reference to SES and grade to assess the accuracy.
2.2.5. To study the effect of ESL students' vocabulary performance scores on Test.5 (AA) scores with reference to SES and grade to assess the accuracy.

2.2.6. To study the effect of ESL students' vocabulary performance scores on Test.6 (AD) scores with reference to SES and grade to assess the accuracy.

2.3. To study the vocabulary performance of ESL students for SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) using DMDX to assess the reaction time.

2.3.1. To study the effect of ESL students' vocabulary performance scores on Test.1 (SE) scores with reference to SES and grade to assess the reaction time.

2.3.2. To study the effect of ESL students' vocabulary performance scores on Test.2 (SA) scores with reference to SES and grade to assess the reaction time.

2.3.3. To study the effect of ESL students' vocabulary performance scores on Test.3 (SD) scores with reference to SES and grade to assess the reaction time.

2.3.4. To study the effect of ESL students' vocabulary performance scores on Test.4 (AE) scores with reference to SES and grade to assess the reaction time.
2.3.5. To study the effect of ESL students vocabulary performance scores on Test.5 (AA) scores with reference to SES and grade to assess the reaction time.

2.3.6. To study the effect of ESL students vocabulary performance scores on Test.6 (AD) scores with reference to SES and grade to assess the reaction time.

3. To study the vocabulary performance of ESL students with reference to SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) between gender in the subtests (SE, SA, SD, AE, AA, AD) using questionnaire and DMDX administered on normal students.

3.1. To study the vocabulary performance of ESL students with reference to SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) between gender in the subtests (SE, SA, SD, AE, AA, AD) using questionnaire to assess their knowledge on words.

3.1.1. To study the effect of ESL students vocabulary performance scores between gender to assess their knowledge on words on Test.1 (SE) with reference to SES and grades.

3.1.2. To study the effect of ESL students vocabulary performance scores between gender to assess their knowledge on words on Test.2 (SA) with reference to SES and grades.

3.1.3. To study the effect of ESL students vocabulary performance scores between gender to assess their knowledge on words on Test.3 (SD) with reference to SES and grades.
3.1.4. To study the effect of ESL students vocabulary performance scores between gender to assess their knowledge on words on Test.4 (AE) with reference to SES and grades.

3.1.5. To study the effect of ESL students vocabulary performance scores between gender to assess their knowledge on words on Test.5 (AA) with reference to SES and grade.

3.1.6. To study the effect of ESL students vocabulary performance scores between gender to assess their knowledge on words on Test.6 (AD) with reference to SES and grade.

3.2. To study the vocabulary performance of ESL students between gender with reference to SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) using questionnaire to assess the familiarity of words and choices.

3.2.1. To study the effect of ESL students vocabulary performance scores between gender to assess the familiarity of words and choices on Test.1 (SE) with reference to SES and grade.

3.2.2. To study the effect of ESL students vocabulary performance scores between gender to assess the familiarity of words and choices on Test.2 (SA) with reference to SES and grade.

3.2.3. To study the effect of ESL students vocabulary performance
scores between gender to assess the familiarity of words and choices on Test.3 (SD) with reference to SES and grade.

3.2.4. To study the effect of ESL students vocabulary performance scores between gender to assess the familiarity of words and choices on Test.4 (AE) with reference to SES and grade.

3.2.5. To study the effect of ESL students vocabulary performance scores between gender to assess the familiarity of words and choices on Test.5 (AA) with reference to SES and grade.

3.2.6. To study the effect of ESL students vocabulary performance scores between gender to assess the familiarity of words and choices on Test.6 (AD) with reference to SES and grade.

3.3. To study the vocabulary performance of ESL students between gender with reference to SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) using DMDX to assess the accuracy.

3.3.1. To study the effect of ESL students vocabulary performance scores between gender to assess the accuracy on Test.1 (SE) with reference to SES and grade.

3.3.2. To study the effect of ESL students vocabulary performance
scores between gender to assess the accuracy on Test.2 (SA) with reference to SES and grade.

3.3.3. To study the effect of ESL students vocabulary performance scores between gender to assess the accuracy on Test.3 (SD) with reference to SES and grade.

3.3.4. To study the effect of ESL students vocabulary performance scores between gender to assess the accuracy on Test.4 (AE) with reference to SES and grade.

3.3.5. To study the effect of ESL students vocabulary performance scores between gender to assess the accuracy on Test.5 (AA) with reference to SES and grade.

3.3.6. To study the effect of ESL students vocabulary performance scores between gender to assess the accuracy on Test.6 (AD) with reference to SES and grade.

3.4. To study the vocabulary performance of ESL students between gender with reference to SES (low, middle, high) and grades (6th-7th, 7th-8th, 8th-9th) in the subtests (SE, SA, SD, AE, AA, AD) using DMDX to assess the reaction time.

3.4.1. To study the effect of ESL students vocabulary performance scores between gender to assess the reaction time on Test.1 (SE) with reference to SES and grade.
3.4.2. To study the effect of ESL students vocabulary performance scores between gender to assess the reaction time on Test.2 (SA) with reference to SES and grade.

3.4.3. To study the effect of ESL students vocabulary performance scores between gender to assess the reaction time on Test.3 (SD) with reference to SES and grade.

3.4.4. To study the effect of ESL students vocabulary performance scores between gender to assess the reaction time on Test.4 (AE) with reference to SES and grade.

3.4.5. To study the effect of ESL students vocabulary performance scores between gender to assess the reaction time on Test.5 (AA) with reference to SES and grade.

3.4.6. To study the effect of ESL students vocabulary performance scores between gender to assess the reaction time on Test.6 (AD) with reference to SES and grade.

1.9 Hypotheses of this research

To assess the objectives defined for the present study, the following null hypotheses were formulated:

**H0.1:** There is no significant difference in vocabulary performance of ESL Normal students and Dyslexic students using questionnaire in the subtests (SE, SA, SD, AE, AA, AD) with reference to groups, SES, grade.
**H0.1.1:** There is no significant difference in the vocabulary performance of ESL Normal students and Dyslexic students on Test.1 (SE) with reference to groups, SES, and grade.

**H0.1.2:** There is no significant difference in the vocabulary performance of ESL Normal students and Dyslexic students on Test.2 (SA) with reference to groups, SES and grade.

**H0.1.3:** There is no significant difference in the vocabulary performance of ESL Normal students and Dyslexic students on Test.3 (SD) with reference to groups, SES and grade.

**H0.1.4:** There is no significant difference in the vocabulary performance of ESL Normal students and Dyslexic students on Test.4 (AE) with reference to groups, SES, and grade.

**H0.1.5:** There is no significant difference in the vocabulary performance of ESL Normal students and Dyslexic students on Test.5 (AA) with reference to groups, SES and grade.

**H0.1.6:** There is no significant difference in the vocabulary performance of ESL Normal students and Dyslexic students on Test.6 (AD) with reference to groups, SES and grade.

**H0.2:** There is no significant difference in the vocabulary performance of ESL normal students using questionnaire and DMDX in the subtests (SE, SA, SD, AE, AA, AD) with reference to SES and grade.

**H0.2.1:** There is no significant difference in the ability of ESL normal students to assess the familiarity of words and choices using questionnaire in the subtests (SE, SA, SD, AE, AA, AD) with reference to SES and grade.

**H0.2.1.1:** There is no significant difference in the ability of ESL students to assess the familiarity of words and choices on Test.1 (SE) with reference to SES and grade by ESL learners.

**H0.2.1.2:** There is no significant difference in the ability of ESL students to assess the familiarity of words and choices
on Test.2 (SA) with reference to SES and grade.

**H0.2.1.3:** There is no significant difference in the ability of ESL students to assess the familiarity of words and choices on Test.3 (SD) with reference to SES and grade.

**H0.2.1.4:** There is no significant difference in the ability of ESL students to assess the familiarity of words and choices on Test.4 (AE) with reference to SES and grade.

**H0.2.1.5:** There is no significant difference in the ability of ESL students to assess the familiarity of words and choices on Test.5 (AA) with reference to SES and grade.

**H0.2.1.6:** There is no significant difference in the ability of ESL students to assess the familiarity of words and choices on Test.6 (AD) with reference to SES and grade.

**H0.2.2:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software of ESL normal students in the subtests (SE, SA, SD, AE, AA, AD) across SES and grade.

**H0.2.2.1:** There is no significant difference in the accuracy of lexical recognition measured using DMDX software of ESL students on Test.1 (SE) across SES and grade.

**H0.2.2.2:** There is no significant difference in the accuracy of lexical recognition measured using DMDX software of ESL students on Test.2 (SA) across SES and grade.
H0.2.2.3: There is no significant difference in the accuracy of lexical recognition measured using DMDX software of ESL students on Test.3 (SD) across SES and grade.

H0.2.2.4: There is no significant difference in the accuracy of lexical recognition measured using DMDX software of ESL students on Test.4 (AE) across SES and grade.

H0.2.2.5: There is no significant difference in the accuracy of lexical recognition measured using DMDX software of ESL students on Test.5 (AA) across SES and grade.

H0.2.2.6: There is no significant difference in the accuracy of lexical recognition measured using DMDX software of ESL students on Test.6 (AD) across SES and grade.

H0.2.3: There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL normal students in the subtests (SE, SA, SD, AE, AA, AD) across SES and grade.

H0.2.3.1: There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students on Test.1 (SE) across SES and grade.

H0.2.3.2: There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students on Test.2 (SA) across SES and grade.

H0.2.3.3: There is no significant difference in the reaction time for lexical judgement measured using DMDX software
of ESL students on Test.3 (SD) across SES and grade.

**H0.2.3.4:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students on Test.4 (AE) across SES and grade.

**H0.2.3.5:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students on Test.5 (AA) across SES and grade.

**H0.2.3.6:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students on Test.6 (AD) across SES and grade.

**H0.3:** There is no significant difference in the vocabulary performance of ESL normal students using questionnaire and DMDX between gender in the subtests (SE, SA, SD, AE, AA, AD) with reference to SES and grade.

**H03.1:** There is no significant difference in the vocabulary performance of ESL normal students using questionnaire between gender in the subtests (SE, SA, SD, AE, AA, AD) with reference to SES and grade.

**H0.3.1.1:** There is no significant difference in the vocabulary performance of ESL students between gender to assess the words on Test.1 (SE) with reference to SES and grade.

**H0.3.1.2:** There is no significant difference in the vocabulary performance of ESL students between gender to assess the
words on *Test.2 (SA)* with reference to SES and grade.

**H0.3.1.3:** There is no significant difference in the vocabulary performance of ESL students between gender to assess the words on *Test.3 (SD)* with reference to SES and grade.

**H0.3.1.4:** There is no significant difference in the vocabulary performance of ESL students between gender to assess the words on *Test.4 (AE)* with reference to SES and grade.

**H0.3.1.5:** There is no significant difference in the vocabulary performance of ESL students between gender to assess the words on *Test.5 (AA)* with reference to SES and grade.

**H0.3.1.6:** There is no significant difference in the vocabulary performance of ESL students between gender to assess the words on *Test.6 (AD)* with reference to SES and grade.

**H0.3.2:** There is no significant difference in the familiarity of words and choices of ESL normal students using questionnaire between gender in the subtests (SE, SA, SD, AE, AA, AD) with reference to SES and grade.

**H0.3.2.1:** There is no significant difference in the familiarity of words and choices of ESL students between gender on *Test.1 (SE)* with reference to SES and grade.

**H0.3.2.2:** There is no significant difference in the familiarity of words and choices of ESL students between gender on *Test.2 (SA)* with reference to SES and grade.
**H0.3.2.3:** There is no significant difference in the familiarity of words and choices of ESL students between gender on Test.3 (SD) with reference to SES and grade.

**H0.3.2.4:** There is no significant difference in the familiarity of words and choices of ESL students between gender on Test.4 (AE) with reference to SES and grade.

**H0.3.2.5:** There is no significant difference in the familiarity of words and choices of ESL students between gender on Test.5 (AA) with reference to SES and grade.

**H0.3.2.6:** There is no significant difference in the familiarity of words and choices of ESL students between gender on Test.6 (AD) with reference to SES and grade.

**H0.3.3:** There is no significant difference in the accuracy of lexical judgement measure using DMDX software of ESL normal students between gender in the subtests (SE, SA, SD, AE, AA, AD) across SES and grade.

**H0.3.3.1:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software of ESL students between gender on Test.1 (SE) across SES and grade.

**H0.3.3.2:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software of ESL students between gender on Test.2 (SA) across SES and grade.

**H0.3.3.3:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software
of ESL students between gender on Test.3 (SD) across SES and grade.

**H0.3.3.4:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software of ESL students between gender on Test.4 (AE) across SES and grade.

**H0.3.3.5:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software of ESL students between gender on Test.5 (AA) across SES and grade.

**H0.3.3.6:** There is no significant difference in the accuracy of lexical judgement measured using DMDX software of ESL students between gender on Test.6 (AD) across SES and grade.

**H0.3.4:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL normal students between gender in the subtests (SE, SA, SD, AE, AA, AD) across SES and grade.

**H0.3.4.1:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students between gender on Test.1 (SE) across SES and grade.

**H0.3.4.2:** There is no significant difference in the reaction time for lexical judgement measured using through DMDX software of ESL students between gender on Test.2 (SA) across SES and grade.

**H0.3.4.3:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software
of ESL students between gender on Test.3 (SD) across SES and grade.

**H0.3.4.4:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students between gender on Test. 4 (AE) across SES and grade.

**H0.3.4.5:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students between gender on Test.5 (AA) across SES and grade.

**H0.3.4.6:** There is no significant difference in the reaction time for lexical judgement measured using DMDX software of ESL students between gender on Test.6 (AD) across SES and grade.

1.10 Salient features of this research

According to Neuman (2003), explanatory research tests are theory’s principles or predictions, elaborates on a theory’s explanation, relates the theory to new or similar issues, support or refutes explanations or predictions, link issues with general principles and deduce or formulates the best possible explanation whereas empirical research focused on the task and / or experiments in any research.

According to Cooper and Schindler (2006), research can be classified by means of the purpose for which the research is to be conducted. The main classifications of the research purpose are exploratory, explanatory and empirical. Exploratory studies, according to Saunders et al. (2003), are valuable means of exploring or finding out what is happening and in understanding new discoveries and phenomena that may have little or no theoretical literature to back up. The investigation of the present study based on both exploratory and empirical research.

1.11 Justification for selecting the present topic for this research
The process of education aims at enhancing the academic performance of the students. Only a holistic approach can yield result to improve learning outcomes of the students. Although Academic performance is dependent on many variables like socio-economic status, personal characteristics, grade, gender, attitude, values, parents education, income and environment etc. Socio-economic, grade, gender status are a few major variables affecting the academic achievement. The society is divided into many classes and on the basis of parents affiliation with a certain class, they send their ward to schools accordingly.

To optimize the educational opportunities, it is necessary to assess the vocabulary skills of ESL learners (NS and DS). Therefore, tests were designed at three levels of lexical categories and administered on children from different socioeconomic status, grade and gender. The tests were administered using questionnaire and through DMDX software. The linguistic study planned with lexical category as stimuli is likely to enlighten on the academic achievement of primary and secondary school ESL students.

1.12 The Study Limitations of this research

The present study scrutinized on the lexical processing in the Kannada – ESL learners. Lexical processing was examined with regard to SES, Grade (6th-7th, 7th-8th and 8th-9th), Gender (M & F) and Group (NS & DS). The limitations of the present study carried out many points as follows:

1. The study sample restricted to students from government schools, Kannada medium, English as a Second language learners. It was limited to Mysore – South zone schools also only three schools chosen for the present study. It was limited to lexical categories, Synonym and Antonyms.
2. It was restricted to only three grades 6th-7th, 7th-8th and 8th-9th standards.
3. This study was limited to Dyslexic children. It was limited to the study in DMDX as of how these lexical categories represented in Kannada – ESL learners via these factors by two major parameters, Accuracy (AC) and Reaction Time (RT).
4. The tests contained visual stimuli (words) for reading and recognition.

5. Further exploration into these details may garner a deeper understanding into the association of vocabulary knowledge between the various factors in this research.

1.13 Outline of this Thesis

The present dissertation is organized into five chapters structured as follows:

The ‘Introduction’ introduces a general background on English language and its importance on ESL learners’, importance of vocabulary with its different dimensions. The introduction chapter also sheds light on the significance of this study, objectives of the study, hypotheses, limitation of the study, etc.

**Chapter one: Review of Literature**

The review of literature provides theoretical background to a number of studies, dealing with previous studies on the ESL learners’ vocabulary knowledge, and its sub-categories. The review also details factors that affect the vocabulary knowledge of the students, specifically on children with dyslexia, socioeconomic status, grade and gender.

**Chapter two: Research Methodology**

The present study describes briefly the methodology of the studies chosen for the thesis with justification for the choice of synonyms and antonyms. Description of participants in Mysore, for the thesis and what each study is expected to contribute, describing the general design and type of methodology used in these studies. The chapter moves on to describe the instruments used in the studies and how they were adjusted to serve each individual study. It continues by describing the background of the participants, research material and procedure of the pilot and the main study and then follows with a brief description for procedures of the data analysis.

**Chapter three: Analysis of Results**

The chapter three has been labelled as ‘Analysis of Results’. It gives some background about the contexts of study, and then states the aims and objectives, also deals with the data analyses of the questionnaire, secondly deals with the data analyses of DMDX. It then reports how the data is analyzed. Statistical analyses using
SPSS software, version 18.0 is described. A detailed data analyses for each hypothesis and its sub-hypothesis with summary of results is provided.

Chapter four: General Discussion

The chapter four has been labelled as ‘General Discussion’. In general discussion, which is the focus of the study, in which the target research is described in detail and the results presented to the reader. This chapter, therefore, comprises the general results of the studies and elaborates with previous discussions of the major findings.

Chapter five: ‘Conclusion’

This chapter concludes the results obtained in the thesis, together with mention of limitations of the study, suggestions for further research, and recommendations for future research. It will sum up and give an interpretation to the findings described in the previous chapters; this concluding chapter will point out the relevance of my work to the teaching and learning of lexicon, show the strengths and the weaknesses of this research and suggest possible future developments of this kind of research.

Summary of the Introduction

General concepts of ESL, word and vocabulary as well as different dimensions of vocabulary knowledge are discussed in this chapter. The objectives formulated together with their relevant hypotheses are also mentioned.

The next chapter deals with the review of related literature on vocabulary knowledge with reference to the four factors: SES, Grade, Group and Gender.